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ABSTRACT

This report is one in a series of needs assessment publications that comprise the initial phase for PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District. The purpose of this study was to determine whether significant teacher staffing differences exist among schools of the district. The data used in this study were compiled from a questionnaire completed by school principals. Along with socio-cultural information requested for other analyses, the questionnaire asked for the following information about teachers on each faculty: (1) Number of years taught in district, (2) number of years taught in current grade-subject assignment, (3) number of years of total teaching experience, and (4) number of years taught in current school. No attempt was made to investigate less objective factors. Inspection revealed wide ranges for each factor in the 51 elementary schools, narrower ranges for each in the junior high group, and still narrower ranges for the senior high group. An analysis of data is included in the report and a sample questionnaire is appended. (DE)

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PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

4. SCHOOL STAFFING

EA 002 825

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038746

Publication #4

SCHOOL STAFFING

AN ANALYSIS OF SELECTED FACTORS

This report is one in a series of Needs Assessment publications which are listed on the next page. The assessment of educational needs was made as the initial phase for Project Design (Inter-Agency Planning for Urban Educational Needs), organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

Larry Matthews, research assistant, did the primary work of organizing data and making preliminary analyses, which were then reviewed by the project staff.

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PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. > Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

SCHOOL STAFFING

AN ANALYSIS OF SELECTED FACTORS

It is universally accepted that the teacher is the central figure and the critical ingredient of effective education. It follows that staffing policies of any large educational system should be periodically examined with respect to providing equality of staff among various schools. Recent national concern for equality of educational opportunity for culturally deprived children has emphasised need for such review. Fresno is no exception, and evidence exists that teachers themselves share this concern with administration and the community.

Annual reports by district administration have documented the number of resignations, leaves and transfers from each school. Recently, the Fresno Teachers Association made interpretations of this mobility or turnover data for the past three years and recommended to their membership that experienced teachers consider requesting transfers to west-side schools.

Mobility and assignment factors are the potential causes of staffing imbalance. The cumulative effect of these factors over the years could only be determined by reviewing actual staff qualifications among various schools of the district at one time.

The Problem

The purpose of this study was to determine whether significant teacher staffing differences exist among schools of the district.

Investigation of personnel records indicated that all teachers were fully credentialled, but that detailed information about experience within district, experience outside the district, levels of training beyond credential minimums, and other data related to the purpose of this analysis were only available on individual teacher personnel record cards, although a program was underway to develop a data processing system for recording and reporting such data. A questionnaire was then developed to quickly gather basic information.

The data used in this study were compiled from a questionnaire completed by each principal in April, 1968. Along with socio-cultural information requested for other analyses, the questionnaire asked for the following information about teachers of each faculty (form in Appendix):

1. Number of years taught in district
2. Number of years taught in current grade/subject assignment
3. Number of years total teaching experience
4. Number of years taught in current school
5. Number of (secondary) teachers with 12 or fewer college preparation units in major subject assignment
6. Ages of teachers
7. Numbers of men and of women teachers.

No attempt was made to investigate less objective factors (i.e. attitude toward student type) which might be significant if objective data were available.

Limitations

Statistics for certain factors at some schools were not available. Ahwahnee Junior High and Kratt Elementary opened within the last three years and could not be used for certain staffing factors. Addams school was reported with elementary and junior high staffs combined. DeWolf High and Sunshine Elementary, having special staffing requirements, were not included.

Delimitations

It was determined that project staff could not draw significant inferences from the last three of the seven teacher qualification factors for which data were collected.

Because of the small number of secondary teachers with less than 12 units of training in the major subject taught, factor five was insignificant to the study and thus was discarded.

The age of a teacher does not necessarily imply experience or other qualifications for teaching, and no basis for evaluating the significance of the data appeared, so this factor was dropped. See Appendix A.

Although staffing based on sex is typical in classes such as physical education or homemaking, most subjects can apparently be equally well-taught by teachers of either sex. Indeed, many in education recall instances where men have successfully taught such subjects as girls physical education or homemaking. No valid basis was apparent for determining the appropriate mix of sexes in a faculty, or requirements for a specific subject to be taught by one sex only, so this factor was also dropped with the data reported in Appendix A.

Four factors related to experience thus remained for analysis of staffing differentials among the schools of the district.

Experience

> Experience is identified as the acquisition of knowledge, attitudes, or skills through one's own perception and participation of knowledge, attitudes, or skills so acquired.[1]

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[1] Good, v. Carter, Dictionary of Education. New York: McGraw-Hill, 1959. P. 213

An experienced teacher would be one who, because of his experience, is better able to accomplish his professional purpose - the education of his students.

Significance of Factors Used

The first factor analyzed was the percentage of probationary teachers in each school. Although excellent teaching can be carried out by probationary teachers, a high percentage on any one staff was considered as a potentially negative factor in this study. Probationary teachers require greater orientation, evaluation and supervision.

The second factor analyzed was the percentage of teachers teaching a subject or grade for the first time. While seemingly reduced to probationary status, this experience factor will be altered because of experienced teachers teaching new subjects or grades for the first time. Such teachers would lack experience in the new assignments.

The third factor analyzed was the percentage of teachers with less than four years total teaching experience. This was considered separately from other factors because teachers could have comprehensive experience out of the district prior to entry as probationary teachers.

The fourth factor analyzed was the percentage of teachers who have been at their present school for less than four years. This factor was analyzed to indicate schools in which movement had reduced teacher staff stability to an excessive level. Such low stability could prove negative by reducing relationships with other teachers, students and parents.

Treatment of Data

The percentage of the teacher staff at each school was determined for each of the four experience factors. Inspection revealed wide-ranges for each factor in the 51 elementary schools, narrower ranges for each factor in the junior high group, and still narrower ranges for the senior high group.

Arbitrarily, one-fifth (10) of the elementary schools which represented "least experience" were identified for each factor. When ties occurred additional schools were identified. The percentage of "least experience" for each factor resulting from this selection method in the elementary schools was then used as a criterion level of "least experience" in secondary schools. Identified factors exceeding the criterion level are circled in Table I.

Percentages of each factor of "least experience" were added for each school in the last column of Table I as "Sum of Percentages of Four Inexperience Factors." No entry was made for schools with incomplete data.

TABLE I

FACTOR PERCENTAGES BY SCHOOLS

	School	No. of Teachers	% of Probationary Teachers I	% of Teachers in 1st. Yr. of Current Assign. II	% of Teachers with less than 4 Yrs. Total Teaching Exper. III	% of Teachers Less than 4 Yrs. In Present School IV	Sum of Percentages of Inexperience Factors
c	Aynesworth	15	61	60	77	87	285
	Baird	-	-	-	-	-	-
	Birney	22	31	14	23	45	113
	Bullard	20	15	5	0	48	68
	Burroughs	29	38	24	21	45	128
c	Calwa	26	27	8	31	32	98
c	Carver	25	36	36	33	52	157
	Centennial	27	15	7	12	19	53
c	Columbia	19	63	26	53	68	210
	Dailey	15	20	20	7	47	94
	Del Mar	13	8	8	8	8	32
	Easterby	26	8	8	8	8	32
c	Emerson	10	30	10	20	40	100
	Ericson	17	6	24	0	29	59
	Ewing	29	21	24	10	58	113
c	Figarden	6	83	50	0	100	233
c	Franklin	39	75	33	34	82	224
	Fremont	17	29	6	24	35	94
	Gibson	20	25	20	20	30	95
	Heaton	21	43	38	28	62	171
	Holland	35	24	9	9	31	73
	Homan	20	40	20	15	55	130
	Jackson	17	29	18	18	35	100
c	Jefferson	21	48	24	29	52	153
c	Kirk	24	58	29	13	62	162
	Kratt	14	7	7	0	-	-
	Lafayette	17	35	18	12	41	106
c	Lane	39	54	-	62	61	-
c	Lincoln	27	48	37	37	63	185
c	Lowell	16	56	44	31	62	193

(c) Denotes compensatory school
(-) Indicates data not available or school is less than 4 years old. These schools are not included in sum of inexperience factors.

	Malloch	10	30	10	30	50	120
	Manchester	18	33	17	28	39	117
	Mayfair	19	21	22	11	47	101
	Muir	20	35	40	25	45	145
	Norseman	23	17	44	4	22	87
	Powers	14	29	21	7	42	99
	Pyle	22	-	-	26	-	-
	Robinson	22	18	9	14	73	114
	Roeding	19	16	16	16	37	85
c	Rowell	23	35	13	13	47	108
	Scandinavian	19	0	16	0	21	37
c	Teilman	12	67	-	42	67	-
	Thomas	39	8	5	5	26	44
	Turner	17	30	30	23	35	118
	Viking	24	29	4	8	58	99
	Vinland	24	29	17	25	42	113
c	Webster	21	76	38	48	76	238
	Wilson	34	26	12	15	44	97
c	Winchell	28	46	25	32	46	149
	Wishon	15	20	13	14	33	80
	Wolters	30	20	17	53	70	160
	Junior High Schools						
c	Addams	28	43	21	32	61	157
	Ahwahnee	26	23	27	20	-	-
	Cooper	26	50	23	35	62	170
	Ft. Miller	37	40	24	19	70	153
	Hamilton	38	45	13	45	55	158
c	Irwin	37	51	9	25	60	145
	Kings Canyon	39	33	18	20	51	122
c	Sequoia	40	52	27	30	58	162
	Sierra	50	34	10	22	40	106
	Tenaya	33	33	3	12	39	87
	Tioga	44	25	11	11	44	91
c	Washington	32	41	22	16	41	120
	Wawona	26	46	0	23	54	123
	Yosemite	47	34	17	15	47	113
	Senior High Schools						
	Bullard	53	19	4	19	19	61
c	Edison	55	37	10	20	53	120
	Fresno	96	21	16	6	30	73
	Hoover	72	25	10	7	53	95
	McLane	100	21	9	19	31	80
c	Roosevelt	95	22	15	17	31	85

Total Sum of Percentages 7798

Ideal number of % points for each Fresno City School assuming equal distribution of inexperience is desirable 118

This column was then totaled for the 66 schools which had complete data available. The total of 7,798 percentage points was then divided by 66 (schools), resulting in an average of 118 percentage points. Total "least experience" ranged from a low of 32 percentage points at Del Mar and Easterby to a high of 285 at Aynesworth.

Analysis of Table I

1. Per Cent of Probationary Teachers (Criterion 48%)
   A. The eleven elementary schools with the highest percentages of probationary teachers were, in order, Figarden (83); Webster (76); Franklin (75); Teilman (67); Columbia (63); Aynesworth (61); Kirk (58); Lowell (56); Lane (54); Jefferson (48); and Lincoln (48).

   B. The three junior high schools were, in order, Sequoia (52); Irwin (51); and Cooper (50).

   C. No senior high school was indicated by the criterion used.

2. Per Cent of Teachers in First Year of Current Assignment (Criterion 33%)

   A. The ten elementary schools with the highest percentage of teachers new to an assignment were, in order, Aynesworth (60); Figarden (50); Lowell (44); Norseman (44); Muir (40); Heaton (38); Webster (38); Lincoln (37); Carver (36); and Franklin (33).

   B No junior or senior high school was indicated by the criterion used.

3. Per Cent of Teachers with Less Than Four Years Total Teaching Experience (Criterion 32%)

   A. The ten elementary schools having the highest percentage of teachers with less than four years total teaching experience were, in order, Aynesworth (77); Lane (62); Columbia (53); Wolters (53); Webster (48); Teilman (42); Lincoln (37); Franklin (34); Carver (33); and Winchell (32);

   B. The three junior high schools were, in order, Hamilton (45); Cooper (35); and Addams (32).

   C. No senior high school was indicated by the criterion used.

4. Per Cent of Teachers Less Than Four Years in Present School (Criterion 62%)

   A. The twelve elementary schools having the highest percentage of teachers with less than four years at that particular

school were, in order, Figarden (100); Aynesworth (87) Franklin (82); Webster (76); Robinson (73); Wolters (70); Columbia (68); Teilman (67); Lincoln (63); Heaton (62); Kirk (62); and Lowell (62).

B. The two junior high schools were, in order, Fort Miller (70); and Cooper (62).

C. No senior high school was indicated by the criterion used.

5. Sum of Percentages of Four Inexperience Factors.

A. When the four factors of "least experience" are combined for the elementary schools the ten identified are, in order, Aynesworth (285); Webster (238); Figarden (233); Franklin (224); Columbia (210); Lowell (193); Lincoln (185), Heaton (171); Kirk (162);and Wolters (160).

B. For the fourteen junior high schools the four schools with "least experience" according to the combined four factors were, in order, Cooper (170); and Sequoia (167).

C. No senior high school was indicated by the criterion used.

Anaylsis of Table II

1. Elementary schools show a wider range of school staff experience than the secondary schools, both as to experienced and inexperienced staff.

2. Medians of inexperience percentages do not fall in the centers of ranges in most cases, indicating clusters of schools near one end of each range. For factors 2,3, and 4 in the elementary schools, medians tend toward the low end of the range indicating that relatively few schools have extremely high percentages of in-experience.

3. For each of the four factors, and for the factors combined, both the upper end of the range and the median are higher for junior high than senior high schools.

4. The percentage of probationary senior high teachers is much lower than the percentage of probationary junior high or elementary teachers.

5. The median percentage of teachers with less than four years in a school is greater in the junior high than in either elementary or senior high schools.

TABLE II

RANGE AND MEDIAN OF EXPERIENCE FACTORS

II. Probationary teachers
Elementary

Junior High

Senior High

II. 1st year in assignment
Elementary

Junior High

Senior High

III. Less than 4 yrs. total experience
Elementary

Junior High

Senior High

IV. Less than 4 yrs. in school
Elementary

Junior High

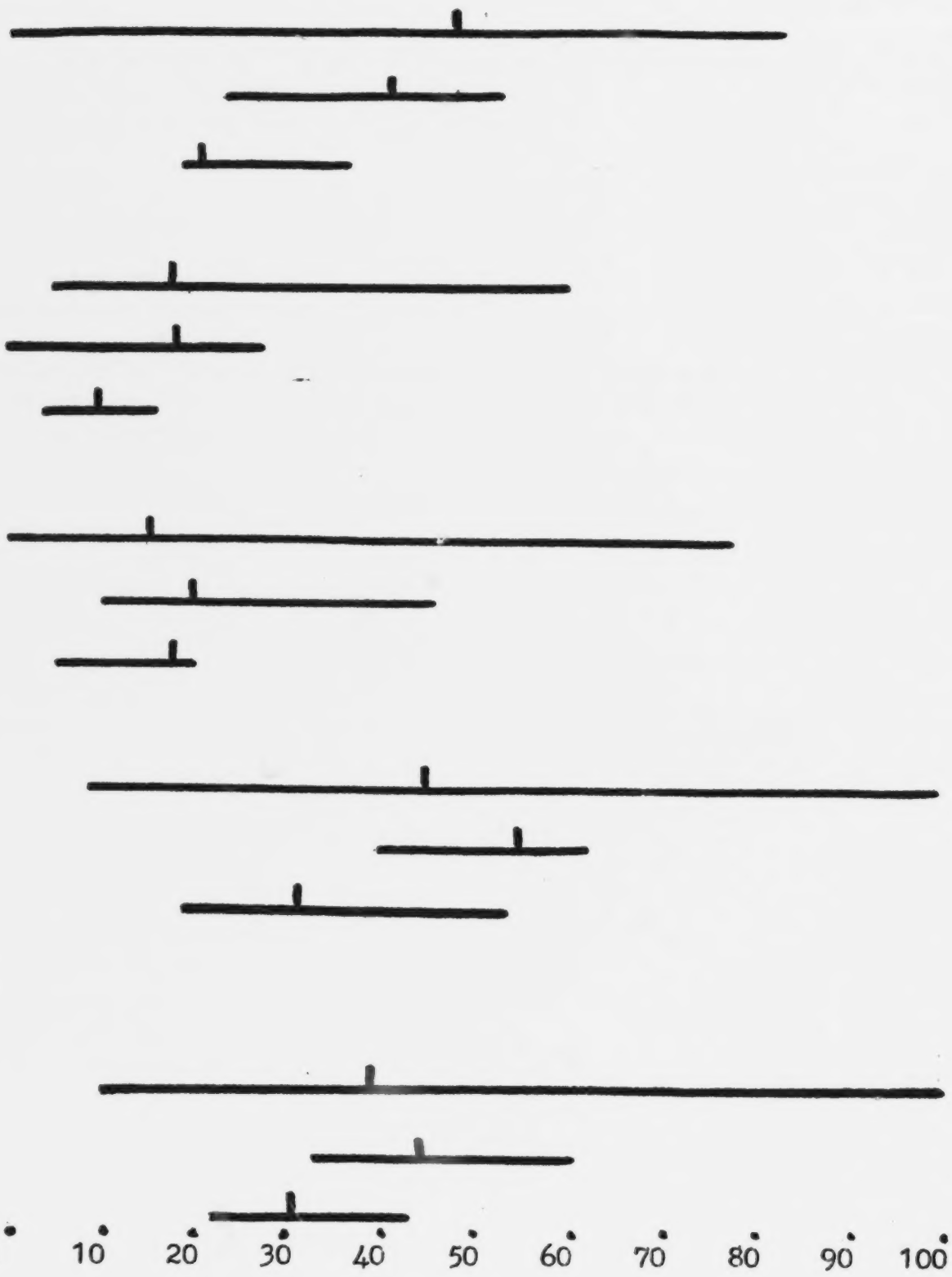
Senior High

V. Combination of "least experience" factors

Elementary

Junior High

Senior High



Ranges given in percentage from Table I

Medians determined by 66 schools on Table I

Schools where data were incomplete were not included in the combination of "least experience" factors.

6. The median percentage of "least experience," when determined by combining the four factors used, is highest at the junior high level and lowest at the senior high level.

Analysis of Table III

1. There is a high correlation of "least experience " factors with the compensatory elementary schools.

2. The correlation of "least experience" factors with compensatory schools exists in the secondary schools but is not as great as it is in the elementary schools.

TABLE III

DISTRIBUTION OF "LEAST EXPERIENCE" FACTORS IN COMPENSATORY AND NON-COMPENSATORY

ELEMENTARY SCHOOLS

Number of "least experience" factors per school	Compensatory	Non-compensatory	Total
	16	35	51
One factor	2	3	5
Two factors	3	2	5
Three factors	4		4
Four factors	4		4
Total schools with "least experience" factor(s)	13	5	18

JUNIOR HIGH SCHOOLS

	Compensatory	Non-Compensatory	Total
	4	10	14
One factor	3	2	5
Two factors			
Three factors		1	1
Four factors			
Total schools with "least experience" factor(s)	3	3	6

SENIOR HIGH SCHOOLS

Compensatory	Non-compensatory	Total
2	4	6

No "least experience" factors identified

APPENDIX A

FACULTY SIZE, SEX RATIO AND MEDIAN AGE

	No. of Faculty	Percentage of Men	Median Age
Elementary			
Aynesworth	15	7	26.4
Baird	-	-	-
Birney	22	11	39.5
Bullard	20	30	43.5
Burroughs	29	7	37.5
Calwa	26	9	39.5
Carver	25	24	34.0
Centennial	27	7	45.0
Columbia	19	16	30.5
Dailey	19	7	37.5
Del Mar	13	23	42.0
Easterby	26	12	41.5
Emerson	10	10	31.0
Ericson	17	24	39.5
Ewing	29	7	38.5
Figarden	6	17	36.5
Franklin	39	23	33.0
Fremont	17	12	39.5
Gibson	20	16	37.5
Heaton	21	10	38.0
Holland	35	17	38.0
Homan	22	25	36.5
Jackson	17	12	39.5
Jefferson	21	14	35.5
Kirk	24	21	37.5
Kratt	14	14	36.5
Lafayette	17	24	43.0
Lane	39	20	35.5
Lincoln	27	19	35.0
Lowell	16	13	39.0
Malloch	10	20	37.0
Manchester	26	22	38.0
Mayfair	19	10	-
Muir	20	15	32.5
Norseman	23	9	44.0
Powers	14	14	41.0
Pyle	22	23	40.5
Robinson	26	14	38.0
Roeding	19	21	37.5
Rowell	25	16	40.0
Scandinavian	19	21	44.0
Tielman	13	15	37.0
Thomas	39	8	39.5
Turner	16	18	37.0
Viking	24	12	33.5
Vinland	24	17	36.5
Webster	21	14	37.5
Wilson	34	12	37.5
Winchell	28	14	36.5
Wishon	15	13	42.5
Wolters	30	13	42.5
Mean Elementary Teacher Age			36.8

APPENDIX A (continued)

FACULTY SIZE, SEX RATIO AND MEDIAN AGE

	No. of Faculty[1]	Percentage of Men	Median Age[2]
Junior High Schools			
Addams	26	29	36.5
Ahawahnee	26	26	36.5
Cooper	26	46	32.5
Ft. Miller	40	49	38.5
Hamilton	38	50	37.0
Irwin	43	56	35.5
Kings Canyon	39	46	36.5
Sequoia	40	57	35.5
Sierra	50	40	35.0
Tenaya	33	57	35.5
Tioga	44	52	38.5
Washington	32	59	38.5
Wawona	26	54	40.5
Yosemite	47	64	36.5
Mean Junior High Teacher Age			36.6
Senior High Schools			
Bullard	53	79	40.0
Edison	55	62	37.0
Fresno	96	70	40.5
Hoover	72	61	37.0
McLane	100	66	38.0
Roosevelt	95	66	36.5
Mean Senior High Teacher Age			38.1

[1]These figures in some cases do not match the figures given in Tabe I, but are the sum totals of all teachers responding to the distribution of age and sex section of the questionnaire.

[2]Because the questionnaire limited responses to age brackets, responses were assumed to be at the median age within each bracket for computational purposes.

APPENDIX B

NAME OF SCHOOL_____

SOCIO-CULTURAL INFORMATION

1. Percentage of students who speak Spanish in the home_____(estimate)

2. Approximate percentage of families represented in your school whose income falls in the categories listed below:

   less than $,3000_____; $3,000 to $5,999_____;
   $6,000 to $9,999_____; $10,000 or above_____.

3. Approximate percentage of homes in which the household head is female_____.

4. Approximate percentage of working mothers_____.

5. Percentage of occupational categories of household head:

   Professional-Managerial_____; Clerical or Sales_____;
   Craftsmen (blue collar workers)_____;Laborers or Service_____.

6. Educational attainment of household head; (percentage)

   College graduates_____; High school graduates_____;
   8th grade or less_____:

7. Mobility of student population: (This year to date)

   Number of students registered after first week of school_____
   Number of students who have dropped or transferred_____

* 8. Are you aware of any recent (last five years) changes in population characteristics within your attendance area?

* 9. Would you comment regarding any particular geographical section in your attendance area in which turnover appears to be significantly high or low?

10. Approximate percentage of families who are buying, or who own homes_____.

11. Estimate of home values in attendance area (percentage in each category)

    Less than $7,500_____; $7,500 to $12,500_____;
    $12,500 to $17,500_____; $17,500 and above_____.

* 12. Describe the general quality of housing within your attendance area, noting any factors which you would feel to be necessary in a consideration of your attendance area.

*Use back side of this sheet if necessary.

STUDENT INFORMATION (Secondary Only)

Approximate percentage of your graduates who go on in their education to:

4 year colleges_____; Junior colleges_____;
Commercial or trade schools_____.

TEACHER INFORMATION

1. Please indicate the number of teachers who fall in each of the categories in the matrix below:
(please list each teacher only once in each category)

Experience by number of years (include current year)	1 Year		2 Years		3 Years		4 Years or more		Totals	
	M	F	M	F	M	F	M	F	M	F
No. years teaching experience										
No. years in the City District										
No. of years in present school										
* No. of years in current assignment										

* Elementary: Number of years experience in grade now teaching
* Secondary: Number of years experience in subject area now teaching (½ time or more.)

2. (Secondary Only) Please list the number of teachers who have classes (by number of classes) in subject areas in which they have had less than 12 units (the equivalent of a minor) preparation.

Number of class periods taught	1	2	3	4	5	6
Number of teachers with 12 units or less in subject						

For example: If a teacher with an English major has five units in physical education courses and is currently teaching English I four periods and Physical Education two periods, tally this teacher once in the "2" box.

3. Distribution of teaching staff by age and sex:
(We recognize that this is in an area of sensitivity; estimates are adequate.)

Age Brackets	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
Women									
Men									
Totals									

4. Number of teacher aides you have in your school this semester_____.

5. Principal's comments:
We are aware that in some cases statistics do not give an accurate picture of a situation; if you feel that there are factors involving the information above which might make the information misleading, or if crucial factors in these areas exist that are not mentioned, please indicate below:

ADDENDUM:

It might be helpful to you to have the card form below duplicated and distributed to each faculty member; the results should provide all the extra teacher information you need to complete the questionnaire, except for teacher age.

NAME OF TEACHER _____

The information on this card has been requested by the Project Design office to assist in the assessment of faculty composition throughout the city; please provide the necessary information and return to the school office.

Number of years teaching experience: _____
Number of years in the Fresno City District: _____
Number of years in present school: _____
* Number of years of experience in grade now teaching: _____
Number of classes I am now teaching in subjects in which I have less than 12 units of academic preparation _____

* For secondary schools: Number of years experience in subject area now teaching (½ time or more)

4. SCHOOL STAFFING

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

4- 1. Training is not a significant staffing differential factor among schools when defined as "qualified by state certification."

4- 2. Differences in proportion by sex, or in mean age, of faculties were slight except that elementary schools usually have more female teachers. No empirical criteria were available to analyze sex or age factors.

4- 3. Compensatory schools, particularly elementary, are staffed with much higher percentages of inexperienced teachers than those schools which are non-compensatory.

4- 4. In general, teachers remain in compensatory schools fewer years than in non-compensatory schools.

4- 5. Rapidly growing non-compensatory schools usually fill positions with experienced teachers.

4- 6. The experienced teacher leaving the compensatory school is replaced generally by an inexperienced teacher.

4- 7. Certain elementary schools in the district, usually compensatory, have staffs where more than 65% of the teachers are inexperienced according to criteria used.

4- 8. The mobility of teachers is less a factor at the senior high than at the elementary or junior high level.

4- 9. On the secondary level inexperienced teachers are generally found in the junior high schools.

4- 10. The greatest amount of inexperience in the district generally is found at the junior high level, with somewhat less inexperience at the elementary level, and considerably less inexperience at the senior high level.